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ABSTRACT

The recently enacted California legislation commonly referred to as the Hart Bill (AB3408) requires that local district governing boards establish high school graduation requirements and standards of proficiency in basic skills. The educational system which places emphasis on the specification, learning, and demonstration of these proficiencies is commonly referred to as Competency Based Education. If the legislation is to be implemented within the required time frame, and if students are to be given a reasonable period of time to acquire or improve the proficiencies needed to obtain a diploma, districts must be provided with the necessary resources to begin this implementation immediately. Consequently, this resource guide was produced as an "emergency measure" in an effort to provide ready access to materials related to competency based education. The documents and materials referenced in this guide represent a search of ERIC and other San Mateo Educational Resources Center (SMERC) files as well as an effort to uncover competency-related materials from a number of sources both within and outside California. The literature on competency based education is not well developed or well organized. Thus the editorial group for this publication chose to include a few documents which may be indirectly helpful in developing competency based programs as well as those which deal directly with competency based education. Emphasis has been placed on the areas of reading, language arts and mathematics, but has not been limited to these fields. (Author/MV)

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ED139822 MAY, 1977

SAN MATEO COUNTY OFFICE OF EDUCATION

RESOURCE GUIDE

from the world of **EDUCATION**

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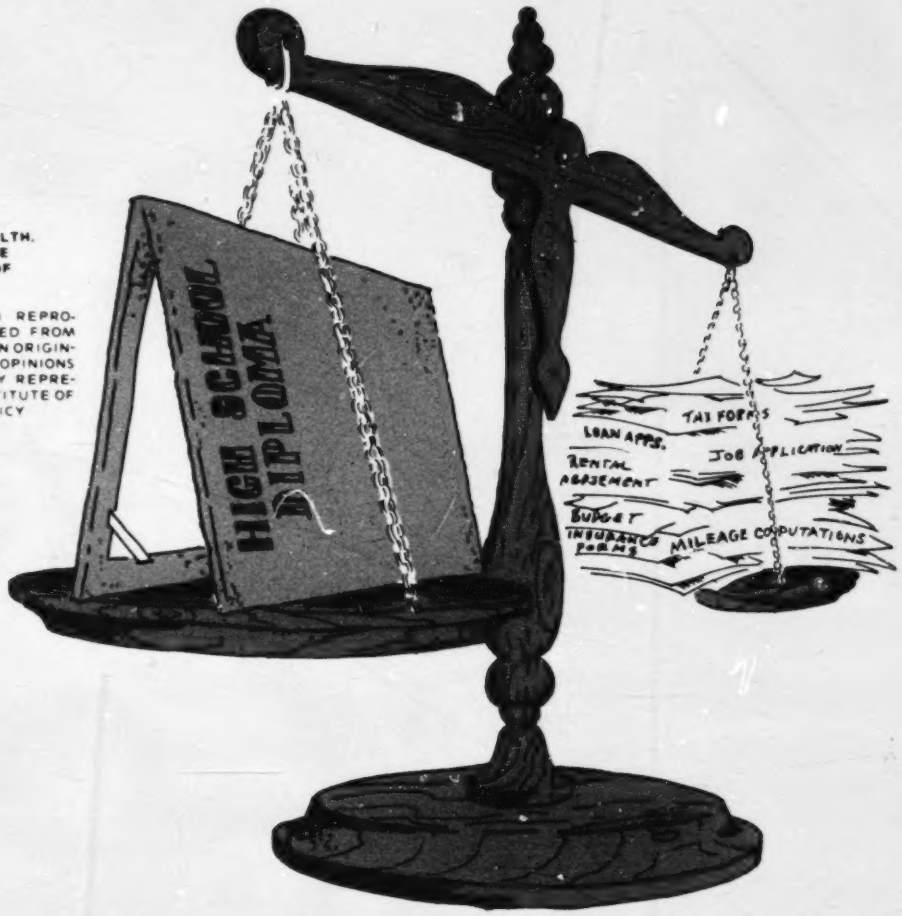

competency based education

TM006 311

PREFACE

The recently enacted California legislation commonly referred to as the Hart Bill (AB3408) requires that local district governing boards establish high school graduation requirements and standards of proficiency in basic skills. The educational system which places emphasis on the specification, learning, and demonstration of these proficiencies is commonly referred to as Competency Based Education. (As most of our readers undoubtedly know, many other states are in the process of developing and implementing legislation similar to the Hart Bill. Whether states call these proficiencies Basic Skills, Survival Skills, Benchmarks, Performance Based Education, or use some other piece of educational jargon, all are referring to essentially the same thing. Consequently, this guide should be of help to those who are dealing with competency based education as defined above.)

The Hart Bill mandates that after June 1980 students must demonstrate that they can perform at established levels of competencies before they will be awarded a graduation diploma. This deadline creates an urgency for districts, for it is next year's ninth grade class that will have to meet the as yet undetermined proficiencies in order to graduate with a diploma. The Hart Bill also mandates that students be tested at least three times (between the seventh and eleventh grades) and be provided with remedial instruction when testing indicates that proficiencies are not being attained.

If this legislation is to be implemented within the required time frame, and if students are to be given a reasonable period of time to acquire or improve those proficiencies needed to obtain a diploma, districts must be provided with the necessary resources to begin this implementation immediately. Consequently, this resource guide was produced as an "emergency measure" in an effort to provide ready access to materials related to competency based education.

The decision to produce the guide resulted from a meeting between representatives of a multi-county task force of the California Area V County Assistant Superintendents and Frank Mattas, Administrative Director of SMERC (San Mateo Educational Resources Center) and members of his staff. This resource guide is the first product of this task force.

The documents and materials referenced in this guide represent a search of ERIC and other SMERC files as well as an effort to uncover competency related materials from a number of sources both within and outside California. The literature on competency based education (other than that on competency based teacher education which is not treated in this guide) is not well developed or well organized. Thus the editorial group for this publication chose to include a few documents which may be indirectly helpful in developing competency based programs as well as those which deal directly with competency based education. Emphasis has been placed on the areas of reading, language arts and mathematics, but has not been limited to those fields.

This resource guide is, hopefully, the first step in a continuing cooperative effort to provide ready access to materials related to competency based education. Projected plans include a similar publication during the 1977-1978 school year. If you or your school district have any materials which you feel might be helpful to others which might be included in a future resource guide, you are urged to submit them to SMERC. If the materials are copyrighted, a short statement releasing the copyright for SMERC use will be needed.

(NOTE: Users of this guide who want to do searches related to competency based (student) education through ERIC should note that ERIC does not include the descriptor "competency based education." Student competency materials are more generally assigned descriptors such as Performance Based Education, Performance Contracts, Graduation Requirements, Performance Criteria, and Performance Testing.)

Your reactions to this guide will be appreciated.

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BACKGROUND/GENERAL

*JJ 40
THE CASE FOR COMPETENCY-BASED EDUCATION.
Steiner, Richard L.
Science Teacher, v42 n10, pp17-18, Dec 75
Supports competency-based education because it identifies learning objectives, places the teacher as learning facilitator rather than performer and individualizes instruction. An example of a long-range goal, with competency statements and performance indicators to accompany it, is given. (EJ 130 201)

*JJ 41
ASSUMPTIONS UNDERLYING COMPETENCY-BASED EDUCATION.
Eisele, James E.; Halverson, Paul M.
Thrust for Education Leadership, v5 n2, pp4-6, Nov 75
This paper represents the opinions of two educators who are presently involved with investigations into competency-based education (CBE). It sets forth the assumptions underlying competency-based educati that have been interpreted from statements in literature, from research reports, from observations, and from its proponents and opponents. (EJ 137 179)

*JJ 42
CBE: HOW TO PREVENT A SECOND ORTHODOXY.
Glick, I. David; and Others
Educational Technology, v15 n8, pp17-20, Aug 75
Competency-based education (CBE) is much more comprehensive than most educational innovations of the past decade. Because CBE operates on the concept of mastery learning, a complete transformation of classroom procedures and curriculum development is required. Specific process structures should be included in any CBE program in order to prevent the curriculum from becoming entrenched and rigidified. (EJ 123 016)

*JJ 43
CBE--COMMITMENT IS NOT ENOUGH.
Lewenstein, Morris R.
Thrust for Education Leadership, v5 n2, pp7-9, Nov 75
The most important consequence of adopting competency-based education as a basis for curriculum planning and evaluation would be a greater emphasis on intellectual process. Evaluation is the largest problem facing the success of CBE programs. In order to be persuaded to support a CBE program on a long-range basis, the general public needs to have evidence that the program is succeeding. (EJ 137 180)

*JJ 44
COMPETENCY-BASED EDUCATION: IN-SERVICE IMPLICATIONS.
Messick, Rosemary G.
Thrust for Education Leadership, v5 n2, pp16-8, Nov 75
The competency-based education movement requires increased response from school districts for better teaching performance. Devising a teaching behavior taxonomy and determining priorities within the taxonomy is essential for CBE in-service programs. For CBE to become vital and functional, administrators must assume more leadership in staff development and gain greater expertise in curriculum and instruction. (EJ 137 183)

ED 077 118
THE PERFORMANCE-BASED CURRICULUM.
Place, Roger A.
1973 18p. 1 microfiche
The author defines the performance-based curriculum, presents some inherent instructional advantages of and attendant obstacles to its inception, and outlines briefly a case study of the Norfolk Public Schools where performance-based curriculum was instituted with some success. Involvement of teachers and first level administrators in the fundamental decision required in the planning, development, and operation of a system for the performance-based curriculum is indicated as essential to the success of the program.

ED 122 386
A GENERAL MODEL FOR COMPETENCY BASED CURRICULUM DEVELOPMENT.
Dobbert, Daniel J.
1976 21p. 1 microfiche
This paper presents a nontraditional definition of competency and describes in detail a comprehensive model for the development of competency-based curricula based on that definition. A flow chart of the model's seven major components and a detailed outline of its subprocedures are presented, and alternative strategies for accomplishing each component are discussed.

ED 115 584
SAVING EDUCATIONAL DOLLARS THROUGH QUALITY OBJECTIVES.
Alvir, Howard P.
n/d 115p. 2 microfiche
This document is a collection of working papers written to meet the specific needs of teachers who are starting to think about and write performance objectives. It emphasizes qualitative objectives as opposed to quantitative classroom goals. The author describes quality objectives as marked by their clarity, accessibility, accountability, and ability to be evaluated by laypersons.

*JJ 45
DEVELOPING COMPETENCY-BASED GRADUATION REQUIREMENTS: TIPS AND GUIDELINES.
Acheson, Keith A.
Thrust for Education Leadership, v5 n2, pp10-2, Nov 75
A school district which has a policy of

*Please order by JJ number.

"demonstrated competence" as the basis for awarding diplomas must be aware of the distinctions between a goal and a competency or between a competency and a performance indicator. This article lists practical guidelines and suggestions for committees charged with developing competencies required for high school graduation. (EJ 137 181)

*JJ 46
DERIVING INSTRUCTIONAL CONTENT THROUGH TASK ANALYSIS.
Herschbach, Dennis R.
Journal of Industrial Teacher Education, v13 n3, pp63-73, Spr 76

Task analysis provides a means of effectively incorporating current learning theory and practice into instructional development methodology. It yields results applicable to specifying performance objectives, designing instructional activities, determining teaching strategies, and evaluating performances. This document provides one model for developing competencies within the vocational area. (EJ 142 397)

*JJ 47
THE IDEAL COURSE.
Cram, David D.
Training, v12 n12, pp74-6, 78, Dec 75

The twelve characteristics of an ideal training course discussed in the article are based on the workshop course Criterion-Referenced Instruction: Analysis, Design and Implementation by Bob Mager and Peter Pipe. Behavioral objectives, provision for student differences, practice, feedback, diverse materials, and progress information are some of the characteristics considered. (EJ 128 991)

ED 123 731
GRADUATION REQUIREMENTS: WHAT ARE THE TRENDS? BLOOMFIELD HILLS PUBLIC SCHOOLS GRADUATION REQUIREMENTS, 1976-PRESENT.
Thieleke, Gene A.
1976 13p. 1 microfiche

This document presents the graduation requirements of the Bloomfield Hills public schools. It includes the credits that must be earned in grades 10-12 and the minimum competencies that must be achieved in each of 14 areas, including measurement skills, speaking skills, communication skills, employment and career skills, and physical fitness.

ED 126 160
COMPETENCY TESTS AND GRADUATION REQUIREMENTS.
Clark, James P.; Thomson, Scott
1976 76p. 1 microfiche

The use of a variety of specific competency tests that measure skill achievement required for high school graduation are reviewed. The monograph addresses the dual question of assisting students while at the same time insisting that the diploma regain meaning. It provides a background to the competency test movement, and reports on the initiatives taken nationwide to use applied performance tests as a requirement for graduation. Items are presented for several competency tests in current use in the areas of mathematics, reading, writing, democratic process, art, music, and money management. Appendices contain lists of states and schools using competency tests and legislation and State Board rulings concerning competency tests.

ED 111 071
GRADUATION REQUIREMENTS. NASSP SPECIAL TASK FORCE REPORT.
National Association of Secondary School Principals, Washington, D.C.
1975 30p. 1 microfiche

This report was prepared by a special task force of the National Association of Secondary School Principals to aid professional educators and community groups who may wish to consider possible changes in high school graduation requirements. The report discusses a number of issues surrounding graduation and offers some specific recommendations concerning graduation requirements. Sections of the report examine current trends in graduation requirements, the meaning of the diploma, verification of requirements, requirements for the diploma, alternative approaches to the diploma, and articulation with postsecondary education.

ID 005 379
GRADUATION PROCESS.
Saint Paul Open School, St. Paul, Minnesota
1977 8p. 1 microfiche

As a demonstration school, Saint Paul Open School is not bound by traditional Carnegie unit graduation requirements. Instead, it has established a system based on competencies in six general categories: career education, community involvement and current issues, consumer awareness, cultural awareness, information finding, and personal and interpersonal skills. Students fulfill graduation requirements by proving their ability in each category through their own methods or projects, as approved by a faculty committee. The policy statements describe student and committee responsibilities, including provisions for early graduation.

BACKGROUND/CALIFORNIA

ID 005 382
QUESTIONS AND ANSWERS ON THE HART ACT (AB3408).
Association of California School Administrators
1976 12p. 1 microfiche

As additional clarification on the Hart Bill, this ACSA Special Report provides the transcript of an interview with the bill's author, California Assemblyman Gary Hart and Don McKinley, Chief Deputy to the State Superintendent of Public Instruction. A few of the topics discussed are legislative intent, the state department's role, effects

*Please order by JJ number.

on school climate, provisions for learning disabled and/or disadvantaged students, and the relation of the Hart Law to other state legislation--the Stull Bill and SB90.

ID 005 388
OBSERVATIONS ON THE HART LAW (AB3408).
Popham, W. James
1976 8p. 1 microfiche

Because of the Hart Law's considerable import, this analysis of its key features has been prepared for distribution to California educators who are charged with its implementation. The law's major provisions and its legislative intent are summarized. A more indepth analysis is given to the basic provisions of the law--the adoption of measurable proficiency standards by school districts, the assessment of student progress at prescribed intervals, the provision of conferences for failing students, and the approval of alternate means by which students may satisfy district requirements. Within this analysis, attention is given to problems created by the definition of such concepts as "proficiency" and "minimum" and problems inherent in the implementation of the law: the state's role, the issue of criterion vs. norm-referenced tests, and timelines for implementation.

ID 005 380
EXAMPLES OF MINIMUM ACADEMIC STANDARDS FOR GRADUATION.
California Department of Education
n/d 51p. 2 microfiche

This document was developed by the California State Department of Education according to provisions of the Hart Law (AB3408). Sections include examples of basic academic standards for graduation; a brief management analysis for Hart Bill programs; a paper by James Popham on the merits of criterion-referenced measurement strategies; a review of the California High School Proficiency Examination, including the skills tested by that examination; a set of sample competency statements related to intellectual skills; and a listing of commercially available criterion-referenced tests and item banks.

ID 005 356
THE NEWPORT-MESA UNIFIED SCHOOL DISTRICT FOUR-COUNTY CONFERENCE ON COMPETENCY-BASED EDUCATIONAL SYSTEMS.
Newport-Mesa Unified School District
1977 244p. 5 microfiche

This document is the handbook used in the conferences developed by the Newport-Mesa Unified School District on competency-based educational systems. Each section includes materials ranging from background materials, flow charts, policy statements, and competency statements to specific forms used in the management of the program. Sections are General Information; Management Accountability; Curriculum Development; Assessment; and Staff Development. As a whole, the document illustrates the development of a comprehensive competency-based educational system.

ID 005 386
PROPOSED GRADUATION REQUIREMENTS.
Santa Rosa City Schools, Santa Rosa, CA
1976 53p. 2 microfiche

This is the report of a committee charged with the review of the districts' graduation requirements. Survival competency statements and performance indicators were developed in the areas of reading, mathematics, writing, listening, speaking, and health maintenance. These statements were classified under the following headings: the individual as a consumer; student; worker; citizen; person; family member; and friend. The committee has also reviewed such matters as required courses, number of credits needed to graduate, variable credit, credit by examination, credit for travel, credit for community service, and credit for independent study. Their proposal provides for several approaches to recognition of high school graduation, including a certificate of completion, a high school diploma, and documentation of special achievement.

ID 004 994
PROPOSED GRADUATION REQUIREMENTS: SAN MATEO UNION HIGH SCHOOL DISTRICT
1975 25p. 1 microfiche

This report relates the graduation requirements in the areas of basic skills, experiences and unit requirements. In addition, the statement of goals and objectives for the district is included.

BACKGROUND/OREGON

ED 098 663
SCHOOL GRADUATION REQUIREMENTS IN OREGON. A DISCUSSION OF THE EVENTS SURROUNDING THE 1972 CHANGE IN REQUIREMENTS.
Oliver, Gordon
1974 99p. 2 microfiche

The Oregon school graduation requirements, the trends and events that led to their development, and the implementation program that followed their adoption are the subjects of this report. The requirements call for districts to establish minimum "survival level" competencies that each student must meet in addition to completing modified requirements in designated course and attendance areas. The major implementation actions of the State Department of Education and of several of the State's school districts are reviewed. Arguments for and against accountability in education and competency-based educational programs are also discussed. The implementation program of the Albany Union High School District is reviewed in an appendix to the main report.

ED 109 749
OREGON GRADUATION REQUIREMENTS: GUIDELINES FOR PLANNED COURSE STATEMENTS.
Oregon State Dept. of Education, Salem
1974 52p. 1 microfiche

These guidelines and sample materials have been developed in response to requests from teachers, curriculum planners, and administrators throughout the state for clarification and modification of Oregon Graduation Requirements. The purpose of these guidelines is to describe the evidence that is required to demonstrate that all courses offering units of credit toward graduation are planned courses, and to provide appropriate models and samples of planned course statements.

ED 105 594
COPING WITH OREGON'S NEW COMPETENCY-BASED GRADUATION REQUIREMENTS--VIEW FROM A PRACTITIONER.
Anderson, Earl N.
1975 13p. 1 microfiche

Oregon's new graduation requirements represent an effort to implement a mandated statewide competency-based program at the K-12 public school level. The major purposes of this paper are to present background information about the new Oregon graduation requirements, to identify several major problems faced by Oregon school districts in operationalizing the new graduation requirements, and to describe the role of the consortium approach in providing technical assistance to local school districts.

ID 005 371
PARKROSE GRADUATION REQUIREMENTS. STUDENT AND PARENT HANDBOOK.
Parkrose School Dist. 3, Portland, Oregon
n/d 19p. 1 microfiche

In September, 1972, the Oregon Board of Education passed new "Minimum State Requirements for School Graduation." This handbook is meant to help students and parents understand these new requirements. The requirements are geared to a goal-based curricular model, which defines in quite specific terms what a student is expected to know or be able to do. Credit requirements, competency requirements, certification of competencies, timelines and alternative educational experiences are all explained.

ED 085 865
OREGON GRADUATION REQUIREMENTS: MODELS AND GUIDELINES FOR PERSONAL DEVELOPMENT EDUCATION. SECTION II.
1973 27p. 1 microfiche

Since 1969, the Oregon State Board of Education has undertaken to reverse the trend toward providing a single, rigid program for all students. The new standards focus on the concept of providing students an opportunity to learn and demonstrate specific "survival" competencies. Each district must clarify to its own satisfaction the point of view of "survival" in order to identify the basic skills and abilities that all students should acquire as a result of public schooling. This report provides models for districts in selecting and describing those competencies essential to assure all students survival level functioning--at individual, wage-earner, and citizen levels.

ID 005 367
GRADUATION REQUIREMENTS HANDBOOK.
Parkrose School Dist. 3, Portland, Oregon
1976 49p. 2 microfiche

In September, 1972, the Oregon Board of Education passed new "Minimum State Requirements for School Graduation." This handbook contains information for administrators about the new requirements which are geared to a goal-based curricular model and which define learner outcomes in quite specific terms. Credit requirements, competency requirements, certification of competencies, competency sequence flow charts and methods for verifying competencies are included. Suggestions for record-keeping, student transcripts, and alternative educational experiences, such as work-study, independent study, credit-by-examination conclude the document.

ID 005 389
BEAVERTON SCHOOLS STUDENT COMPETENCIES FOR GRADUATION.
Beaverton School, Beaverton, Oregon
1975 30p. 1 microfiche

The competency statements in this document fall into three major categories and a variety of subcategories: (1) Personal Development including communication skills, computation skills, scientific-technical knowledge, health/mind/body; (2) Social Responsibility encompassing citizenship, environmental awareness, and consumerism; (3) Career Development dealing with career decisions, career attitudes, working relationships and career skills.

SUBJECT - MATH

CM 001 284
MATHEMATICS OBJECTIVES SKILLS SYSTEM, K-6, M.O.S.S.
Chumbley, Barbara
1976 184p. 4 microfiche

Objectives and criterion referenced test items are provided for elementary math instruction. Each grade level is treated separately, although a level above grade 6 is provided for advanced students. The tests have been correlated with the new state adopted texts. Concept areas are: geometry, application, measurement (English and Metric), number concepts, fractions and decimals, operation and problem solving/story problems. A list of mathematical vocabulary for each grade level is appended.

ID 005 357
MATHEMATICS CURRICULUM GUIDE.
Parkrose School Dist. 3, Portland, Oregon
1975 32p. 1 microfiche

The Parkrose School District, Portland, Oregon, has developed a goal-based model for

each area of instruction which includes program goals, course goals, instructional goals and performance indicators. In mathematics, criterion-referenced tests will be administered in grade 7. Students not meeting minimum competencies will be placed in a class geared to graduation requirements. Satisfactory completion of the competency-based exam is a requisite for completion of the high school requirements in math. In addition to the competency requirements, students must successfully complete fifteen term hours of mathematics, grades 9-12. This guide contains indicators and competencies for the graduation requirements, test procedures for the competency exam and course descriptions for the selective and elective high school courses.

ED 067 237
MATHEMATICS OBJECTIVES, LEVEL 6. PROJECT SPPED.
New York State Education Dept., Albany
1972 190p. 3 microfiche

This is the third volume of a series produced by the New York State Education Department. Developed by four local school districts, the mathematics objectives and sample items included intended to be used as an aid to teachers in constructing curricula and in making classroom goals clear and precise. The document presents a series of 337 examples, each of which states an objective and gives a sample item. The objectives are classified under one of 11 sections: sets; number, numeral, and numeration systems; whole numbers; fractions (positive rationals); decimals; ratio, proportion, and per cent; measurement; geometry; problem solving/word problems; algebra; and statistics and probability.

ED 067 258
MATHEMATICS OBJECTIVES, LEVEL 8. PROJECT SPPED.
New York State Education Dept., Albany
1972 164p. 2 microfiche

Developed by four local school districts, the mathematics objectives and sample items are intended to be an aid to teachers in constructing curricula and in making classroom goals clear and precise. The document presents a series of 281 examples, each of which states an objective and gives a sample item. The objectives are classified into 13 sections: sets; number, numeral, and numeration systems; whole numbers; fractions (positive rationals); decimals; integers; real numbers; ration, proportion, and per cent; measurement; geometry; problem solving/word problems; algebra; and statistics and probability.

ED 066 496
JUNIOR HIGH MATHEMATICS: BEHAVIORAL OBJECTIVES AND TEST ITEMS.
Lieberman, Marcus; and Others
1972 236p. 3 microfiche

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. This document presents the Objective Item Bank for Junior High mathematics.

ED 066 495
INTERMEDIATE MATHEMATICS: BEHAVIORAL OBJECTIVES AND TEST ITEMS.
Lieberman, Marcus; and Others
1972 587p. 7 microfiche

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. This document presents the Objective Item Bank for intermediate mathematics.

ED 066 497
HIGH SCHOOL MATHEMATICS: BEHAVIORAL OBJECTIVES AND TEST ITEMS.
Lieberman, Marcus; and Others
1972 810p. 9 microfiche

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. This document presents the Objective Item Bank for high school mathematics.

ED 127 198
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS. THE FIRST NATIONAL ASSESSMENT OF MATHEMATICS: AN OVERVIEW.
Education Commission of the States, Denver, Colo.
1975 64p. 1 microfiche

This report summarizes the results of a nation-wide survey of the mathematical ability of young Americans at four age levels: 9-year-olds, 13-year-olds, 17-year-olds, and young adults ages 26-35. The study was conducted during the 1972-73 school year by the National Assessment of Education Progress (NAEP). The mathematics assessment included six major content areas: numbers, and numeration, measurement, geometry, variables and relationships, probability and statistics, and consumer mathematics. Each chapter summarizes results for one content area and indicates trends in ability illustrated by results for selected exercises. In addition to age levels, the assessment also provides results for the following groups within the national population: sex, race, region of the country, level of parental education, and size and type of community.

ED 063 140
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS, MATHEMATICS OBJECTIVES.
Norris, Eleanor L.; Bowes, John E.
1970 41p. 1 microfiche

The mathematics objectives of the National Assessment of Educational Progress are classified under three dimensions: (1) The Use of

Mathematics dimension; (2) The Content domain; and (3) The Objectives or Abilities dimension. The general nature of the tasks within each level is described, and the specific topics for each age (9, 13, 17, and adult) are listed; but no illustrative test items are included.

*JJ 48
MATHEMATICAL COMPETENCIES AND SKILLS ESSENTIAL FOR ENLIGHTENED CITIZENS.
Edwards, E. L., Jr.; and Others
Arithmetic Teacher, v19 n7, pp601-607, Nov 72

Developed by the National Council of Teachers of Mathematics in response to the needs of our rapidly changing technical society, this list reflects the basic mathematical competencies, skills and attitudes essential for the functioning enlightened and capable citizens. (EJ 66 094)

*JJ 49
WHAT DOES "EVERYMAN" REALLY NEED FROM SCHOOL MATHEMATICS?
Bell, Max S.
Mathematics Teacher, v67 n3, pp196-202, Mar 74

This discussion is based on several assumptions: a mathematical base beyond calculation skills has become increasingly more useful or essential for many working people; the school mathematics experience is a clear failure for a majority of people; and the key to an adequate mathematics experience occurs in the primary grades. A tentative list is offered of mathematical concepts which everyman needs to obtain from the school mathematics experience in order to more effectively cope with his world. (EJ 93 534)

SUBJECT - LANGUAGE ARTS

ED 108 177
FUNCTIONAL READING RESOURCE MANUAL FOR TEACHERS, VOL. I AND II.
Maryland State Dept. of Educatio., Baltimore
1975 330p. 4 microfiche

This curriculum guide, designed to meet the functional reading needs of Maryland's public school students in grades 1-12 contains objectives, activities, and materials for classroom use. The guide is used by teachers in the Maryland reading program, the prime objective of which is to ensure that all students can meet the functional reading demands of society. The major goals of the reading program as they are presented in this curriculum guide are to develop skill in following directions, locating references, gaining information from various sources, and understanding forms.

ED 089 238
READING OBJECTIVES; SECOND ASSESSMENT.
Education Commission of the States, Denver Colo.
1974 21p. 1 microfiche

The objectives presented in this booklet are those that were prepared for the second assessment in the area of reading. The contents include "Development of Revised Reading Objectives," which presents a brief history of the development of reading assessment objectives, and "Revised Reading Objectives," which outlines four basic objectives: "Demonstrate Behavior Conducive to Reading," "Demonstrate Work Identification Skills," "Possess Skills for Reading Comprehension" and "Use a Variety of Approaches in Gathering Information."

ED 094 375
READING PERFORMANCE OBJECTIVES: A MODEL; SOME PRIORITY PERFORMANCE OBJECTIVES IN READING NINTH GRADE EQUIVALENCY.
Arizona State Dept. of Education, Phoenix
1972 28p. 1 microfiche

The reading policy issued by the Arizona State Board of Education in July 1971 requires that high school graduates after 1974-75 shall demonstrate ability to read at least a ninth grade level of proficiency. Each local school board has complete autonomy to develop its own performance objectives and create its own program to achieve them. This sample set of objectives at a ninth grade equivalency was developed by the State Board of Education. The sample objectives are listed in four main categories: word knowledge, reading comprehension, utilization of reading skills, and application to the content areas.

ED 128 766
HIGHLIGHTS AND TRENDS FROM NATIONAL ASSESSMENT: CHANGES IN READING ACHIEVEMENT, 1970-1975.
Oldefendt, Susan J.
1976 17p. 1 microfiche

During 1970 and 1971, the National Assessment of Educational Progress (NAEP) conducted its first assessment of reading, measuring the achievement of specific reading objectives by individuals aged 9, 13, 17, and 26-35. In 1974, the Right to Read Effort directed that a Mini-Assessment of Functional Literacy (MAFL) be conducted to determine basic functional reading abilities of selected 17 year olds still in school. This document is a compilation of the results of the first NAEP reading assessment and the change-in-achievement results for the MAFL in-school assessment of 17 year olds.

ED 112 427
NATIONAL ASSESSMENT AND THE TEACHING OF ENGLISH; RESULTS OF THE FIRST NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS IN WRITING, READING, AND LITERATURE--IMPLICATIONS FOR TEACHING AND MEASUREMENT IN THE ENGLISH LANGUAGE ARTS.
Mellon, John C.
1975 133p. 2 microfiche

This book is intended for English language arts teachers at every level, as well as for

*Please order by JJ number.

curriculum and research specialists and other persons concerned about teaching and learning English. It provides factual information and interpretive statements of two kinds: a description of National Assessment and how it works; and a presentation of the actual contents of the writing, reading, and literature assessments, with a synopsis of the questions asked and the answers obtained.

ED 098 580
A DEVELOPMENT CYCLE FOR A COMPETENCY BASED ENGLISH CURRICULUM, GRADES K-12.
Golub, Lester S.
1974 11p. 1 microfiche

The components of a competency-based English curriculum, grades K-12, are described, taking into account competencies at various levels rather than grades. The content areas at each level include listening, speaking, reading, writing, language literature, and media.

ID 005 361
LANGUAGE ARTS CURRICULUM GUIDE.
Parkrose Public Schools, Portland, Oregon
1975 106p. 3 microfiche

The Parkrose School District, Portland, Oregon, has developed a goal-based model for each area of instruction which includes program goals, course goals, instructional goals and performance indicators. Graduation Requirements in the areas of language arts focus on the skills of listening, speaking, reading, writing and analyzing. This guide identifies the level of primary responsibility for meeting the graduation requirements, specific graduation competencies and indicators, as well as course descriptions, goals and indicators for language arts classes in the fields of literature, media, reading, speech, language and writing.

ED 128 814
HIGHLIGHTS AND TRENDS FROM NATIONAL ASSESSMENT: WRITING AND CHANGE IN WRITING SKILLS.
Mullis, Ina V. S.
1976 27p. 1 microfiche

The National Assessment of Educational Progress uses a variety of test items and scoring techniques in measuring the writing achievement of three age groups--nine, thirteen, and seventeen year olds. This document discusses the holistic scoring of essays, including mechanical correctness and grammatical usage; the primary-trait method of scoring, with types of discourse rated according to their purposes; and the checking of content on a presence/absence basis. Included are tables of findings, examples of essays, background questionnaires, and scoring guides.

CM 001 161
COMPOSE YOURSELF: A PLAN FOR INSTRUCTION IN WRITTEN COMPOSITION, GRADES 7-12.
Los Angeles City Schools
1976 75p. 2 microfiche

The program outlined here suggests that all secondary school students should have continuous composing experiences in four major domains of written discourse: descriptive, narrative, informative, and expository writing. The program details the necessary pre-writing experiences and five performance competency levels in each domain. Language study, grammar, and emphasis on audience are integrated into the program. Twelve sample composing exercises with student responses are provided, as are instructions and checklists for the grading of compositions.

ED 113 737
LITERATURE OBJECTIVES; SECOND ASSESSMENT.
Education Commission of the States, Denver, Colorado
1975 18p. 1 microfiche

This document contains the revision of the literature objectives which had been created in 1965-66 by the National Assessment of Educational Progress. Literature is defined as language used imaginatively to communicate ideas and feelings, express perceptions, provide interpretations, and present visions of human experience. The three major objectives can be seen as a sequence of increasingly complex activities. The first objective emphasizes immediate experience with literature. The second objective emphasizes the ways in which the observer can participate in an experience with literature, and the third objective emphasizes literature as a cultural phenomenon.

SUBJECTS/GENERAL AND MULTIPLE

ID 003 669
A MODEL FOR ESTABLISHING STANDARDS - COMPOSITION AND MATHEMATICS.
Association of California School Administrators
1972 153p. 3 microfiche

This manual is intended to assist school district personnel in establishing standards of expected student progress and provide teachers with examples of instructional objectives in composition and mathematics.

ED 101 304
SURVIVAL LEARNING MATERIALS.
Wilson, Robert M.; Barnes, Marcia M.
1974 52p. 1 microfiche

This booklet is designed to provide some starter ideas for teachers to use in developing their own packet of learning materials. Included are sections on following directions, locating references, interpreting forms, and obtaining personal information.

ID 005 354
A STATEMENT OF EDUCATIONAL PHILOSOPHY, GOALS, AND COURSE OFFERINGS FOR THE LOWER YUKON REGIONAL EDUCATION ATTENDANCE AREA.
Alaska Department of Education
1977 395p. 7 microfiche

Following a statement of educational philosophy, twenty goals of education, and

a basic description of the instructional program, this program of studies presents planned course statements for each offering from grades 7 through 12. Descriptions are arranged by subject area, prefaced by a statement of departmental philosophy and program goals. Each course description includes grade level, prerequisites, status as required or elective course, behavioral objectives with performance indicators, course content outline, suggested teaching methods, list of instructional materials, and student evaluation procedures.

ED 005 377
COMPUTATION, READING, AND WRITING COMPETENCIES FOR THE STUDENT OF THE SAN MATEO UNION HIGH SCHOOL DISTRICT.
San Mateo Union High School District
1976 13p. 1 microfiche

Terminal objectives for student performance are listed in three subject areas. Computation objectives subdivide the general areas of whole numbers, fractions, decimals, and applications. Reading objectives are designed to cover many different forms of writing in many different areas of human experience. Section three discusses the testing of writing competence through the analysis of student writing samples.

CM 001 274
COURSE OF STUDY FOR GRADES KINDERGARTEN THROUGH EIGHT, 1976-1978.
San Mateo County Office of Education
1976 147p. 3 microfiche

This Course of Study is organized in four parts: Part I includes the relevant provisions from the California State Education Code, a description of the California Assessment Program, and a list of California State Frameworks and other resources. Part II gives an overview of the philosophy and goals of Early Childhood Education and Upper Elementary and Intermediate Education. Part III is an interdisciplinary section. It includes Bilingual-Bicultural Education, Career Education, Consumer Education, Disaster Preparedness Education, Environmental Education, and Traffic Safety Education. Part IV includes all of the other designated curricular areas for grades kindergarten through eight.

ED 101 099
A RESEARCH AND DEVELOPMENT PROJECT TO DESIGN A SYSTEM AND SUPPORTING MATERIALS, TO PROVIDE AN ADULT PERFORMANCE LEVEL (APL) IN FOUR MAJOR SUB-AREAS FOR ADULT BASIC EDUCATION.
Texas Education Agency, Austin.
1972 75p. 1 microfiche

This report describes an Adult Performance Level (APL) project whose primary goal was to produce sequential tests of APL objectives derived from the requirements of adult living in four major areas: reading, writing, computation, and general knowledge. Based on a field study, project personnel identified nine general areas in which minimally performing adults must be able to function. Objectives and tasks were assigned to each of the nine areas. The general knowledge areas are: occupational knowledge, consumer economics, health, community resources, government and law, and transportation. Basic skill areas are: communication skills, problem solving techniques, and interpersonal dynamics.

ID 005 378
THE ADULT PERFORMANCE LEVEL COMPETENCY-BASED HIGH SCHOOL DIPLOMA.
University of Texas, Austin, Texas
1976 44p. 1 microfiche

This report describes the Competency-Based High School Diploma Program developed for adults in Texas, as a flexible alternative to the conventional four-year diploma program. It covers program organization and process: job descriptions, budget, individual student assessment and curricular options. Appendixes include the Adult Performance Level Life Skill Activities and Objectives.

SUBJECT/OTHER

ID 005 359
SOCIAL STUDIES CURRICULUM GUIDE.
Parkrose Public Schools, Portland, Oregon
1976 74p. 2 microfiche

The Parkrose School District, Portland, Oregon, has developed a goal-based model for each area of instruction which includes program goals, course goals, instructional goals and performance indicators. There are two areas of minimum graduation competencies in Oregon for which the Social Science departments are responsible: Career Exploration and Citizenship, Community, State and Nation. Each student must also successfully complete twenty-five term hours of social science in addition to the above requirements. Electives are available from the fields of history, psychology, sociology, economics and political science.

ID 005 376
CONSUMER EDUCATION COMPETENCIES.
Pennsylvania Department of Education
1976 26p. 1 microfiche

General competencies are listed in four areas: value systems for consumers, decision making procedures, rights and responsibilities of the consumer, and the role of the consumer in our economic system. Subcompetencies are listed under each for each of three grade levels: primary, intermediate, and secondary.

ID 005 372
PROPOSED PERSONAL FINANCE GUIDE.
Parkrose Public Schools, Portland, Oregon
1976 28p. 1 microfiche

The Parkrose School District, Portland, Oregon, has developed a goal-based model for each area of instruction which includes program goals, course goals, instructional goals and performance indicators. This course guide for personal finance combines the

concepts of economics, math and business education into an understanding of how to manage one's resources in the American economic system. The course is designed to give students a realistic view of money management and consumerism. Topics include employment, wages and taxes, credit and interest, shopping and purchasing, insurance, banking investments, shelter and budgeting. Each contains a competency statement and several indicators.

ID 005 375
PERSONAL FINANCE EDUCATION GUIDE.
Oregon State Department of Education
1972 34p. 1 microfiche

This guide is designed to help districts develop personal finance instructional programs at the secondary level. The guide includes program goals, performance indicators, suggested learning experiences, and evaluation techniques covering the concepts of money management, employment and income, credit, purchasing, and rights and responsibilities in the market place. Competencies were developed by students, staff and community members in 11 districts, and validated over 2 year's use.

ID 005 364
HOME ECONOMICS DEPARTMENT CURRICULUM GUIDE.
Parkrose School District 3, Portland, Oregon
1975 54p. 2 microfiche

The Parkrose School District, Portland, Oregon has developed a goal-based model for each area of instruction which includes program goals, course goals, instructional goals and performance indicators. This guide was prepared to assist the homemaking department in educating students to understand and deal with their role in today's family and society. The guide contains goals and student performance indicators for courses in child guidance and development, clothing, foods and nutrition, housing and home furnishings and consumer finance. With the exception of Home Economics Survey, grade 7, which is required as an Oregon graduation requirement, Home Economics courses are part of the elective program of the school district.

ID 005 381
BASIC CITIZENSHIP COMPETENCIES.
Oceana High School
1976 14p. 1 microfiche

This citizenship competency system was developed in response to the district's needs assessment survey of 1976 and the legislative mandate of the Hart Law. It includes the general program goal, student competencies, and performance indicators, and the Basic Citizenship Competency Examination. The exam has three sections: multiple-choice, true-false, and the completion of voter registration forms.

ID 005 358
BASIC SCIENCE AND ENVIRONMENTAL CURRICULUM GUIDE.
Parkrose School District 3, Portland, Oregon
1976 109p. 3 microfiche

The Parkrose School District, Portland, Oregon, has developed a goal-based model for each area of instruction including program goals, course goals, instructional goals and performance indicators. Oregon Graduation Requirements state that each student must complete a year of laboratory science, grades 9-12; however, students have the opportunity to meet the graduation requirement competencies at the junior high level by satisfactorily completing courses outlined in Section One of this guide. The remainder of the guide lists specific science course competencies and student performance indicators for the areas of general science, biology, physical science, earth science and the environment.

ID 005 369
EMERGING CAREER DEVELOPMENT.
Parkrose School District 3, Portland, Oregon
1974 131p. 3 microfiche

The Parkrose School District, Portland, Oregon has developed a goal-based model for each area of instruction including program goals, course goals, instructional goals and performance indicators. The first section of this Career Development guide includes the minimum or "survival" level competencies to be satisfied in the career program, grades K-9. Sections two (career clusters), three (vocational courses), four (work experience) and five (post secondary preparatory sequence) contain course requirements needed to complete fifteen term hours credit for high school graduation. A student in order to graduate, must satisfy the basic competencies identified in the guide, select a career area of interest, a vocational choice, a work experience program, or a sequence of electives and complete one of them.

ID 005 374
PHYSICAL EDUCATION CURRICULUM GUIDE.
Parkrose School District 3, Portland, Oregon
1976 16p. 1 microfiche

The Parkrose School District, Portland, Oregon, has developed a goal-based model for each area of instruction which includes program goals, course goals, instructional goals and performance indicators. This guide contains indicators and competencies for graduation requirements in Oregon as well as those for the physical education program in grade 9 and grade 10 in this district. The course content focuses on activities to build skills, strength and endurance.

ID 005 365
HEALTH EDUCATION CURRICULUM GUIDE.
Parkrose School District 3, Portland, Oregon
1976 68p. 2 microfiche

The Parkrose School District, Portland, Oregon, has developed a goal-based model for each area of instruction which includes program goals, course goals, instructional goals and performance indicators. To meet the Oregon

minimum of one year of health credit, students in this district must take a trimester of health study in grades 9, 11 and 12. This guide contains indicators and competencies for courses meeting these requirements, and learning activities.

ID 005 360
PERFORMING ARTS DEPARTMENT COURSE GOALS.
Parkrose Public Schools, Portland, Oregon
1975 51p. 2 microfiche

The Parkrose School District has developed a goal-based model for each area of instruction which includes program goals, course goals, instructional goals and performance indicators. Music Survey, grade 7, is the only performing arts requirement for high school graduation in Oregon. This guide presents student performance indicators for music survey (required) and electives such as choir, band, orchestra and chorus.

TESTS

ED 128 469
THE USE OF DATA FROM COMPETENCY-BASED MEASUREMENT: AN INSTRUCTIONAL DEVELOPER'S VIEW.
Fink, Arlene
1976 14p. 1 microfiche

Attention has recently been focused on the need to design and validate instructional materials that guarantee competent student performance. In preparing such products, developers have come to rely on competency-based achievement tests. This paper reviews the difficulties in developing such tests, including problems in finding expertise, formulating test items, and validating tests.

*JJ 50
MINIMUM COMPETENCY TESTING: AN INSURANCE POLICY FOR SURVIVAL SKILLS.
Gilman, David Alan
NASSP Bulletin, pp77-84, Mar 77

Schools should provide students with the skills, knowledge and values needed to successfully cope in society. Minimum competency testing (MCT), assessing a student's ability to survive in a complex society, will determine standards for learning; and will effect a massive critical reassessment of educational programs.

*JJ 51
CRITERION-REFERENCED MEASUREMENT.
Day, Gerald F.
Man/Society/Technology, v35 n3, pp84-6, Dec 75

Criterion-referenced measurement (CRM), developed in response to concern about the measurement of proficiency of educational and occupational tasks, provides specific knowledge and diagnostic information of students' competencies. Some of the aspects of CRM which are considered include uses for criterion-referenced measurement as well as the construction and use of criterion-referenced tests.
(EJ 128 937)

*Please order by JJ number.

ED 083 284
ISSUES AND PROCEDURES IN THE DEVELOPMENT OF CRITERION REFERENCED TESTS.
Klein, Stephen P.; Kosecoff, Jacqueline
1973 18p. 1 microfiche

The basic steps and procedures in the development of criterion referenced tests (CRT), as well as the issues and problems associated with these activities are discussed. In the first section of the paper, the discussions focus upon the purpose and defining characteristics of CRTs, item construction and selection, improving item quality, content validity, item and test bias, test scores, and packaging and other considerations. In the second section, the results of a survey conducted to assess current efforts in criterion referenced testing are summarized. Ten questions that the CRT developer must answer in order to clarify the nature and purpose of a CRT are provided.

ED 104 910
TEST COLLECTION BIBLIOGRAPHIES: CRITERION-REFERENCED MEASURES, JULY 1973.
Rosen, Pamela, Ed.
1973 18p. 1 microfiche

This annotated bibliography lists available criterion-referenced measures. It includes measures appropriate for a wide range of goals and across a variety of subjects.

ID 005 383
SENIOR HIGH ASSESSMENT OF READING PERFORMANCE (SHARP).
Los Angeles Unified School District
n/d 25p. 1 microfiche

SHARP is an objectives-based test designed to assess the reading survival skills of senior high school students. It uses item displays drawn from everyday living, such as registration forms, employment applications, and banking forms. SHARP contains thirty objectives measured by four items each. SHARP is marketed by CTB/McGraw-Hill. This information packet outlines the test content and objectives, and includes sample questions from the 1976 edition. It also provides a list of remedial instructional kits for students who have failed specific test objectives.

ID 005 390
GEORGIA STATEWIDE TESTING PROGRAM.
Georgia State Department of Education
1976 39p. 1 microfiche

Since 1971 the Georgia Statewide Testing Program has utilized standardized tests to measure student progress in reading, mathematics, and career development in grades 4, 8, and 11. In 1975 a criterion-referenced test was developed to cover grades 4 and 8 in these three subject areas. The present document describes the testing program; lists the objectives for grades 4 and 8 in reading, math, and career development; and provides sample questions from the criterion-referenced mathematics tests for both grade levels.

ED 124 587
A CRITERION-REFERENCED BASIC SKILLS ASSESSMENT PROGRAM IN A LARGE CITY SCHOOL SYSTEM.
Estes, Gary D.; and Others
1976 20p. 1 microfiche

The Phoenix Union High School System has developed a basic skills assessment program in the areas of Reading and Mathematics. Procedures and considerations used in developing the system are discussed. Preliminary results on validity and reliability of the assessment instruments are presented. An example of criterion-referenced test development using traditional item analysis, reliability, and validity procedures is provided.

ID 005 355
SAMPLE COMPETENCY TESTS.
Parkrose Public Schools
1976 76p. 2 microfiche

The Parkrose School District, Portland, Oregon, has developed a series of competency tests for mathematics, arithmetic writing, reading and analyzing. This document contains samples of these multiple choice tests and instructions for administering the mathematics competency test. The tests are to be administered to any student who needs "certification" in mathematics for graduation requirements.

ID 005 385
PROFICIENCY TEST IN WRITING QUESTIONNAIRE.
Sequoia Union High School District
1976 5p. 1 microfiche

A short questionnaire, addressed to students, parents, school staff, and community members, asks for feedback on the attached copies of the district's proposed objectives and sample proficiency test on writing, which consists of an objective test and a writing sample.

ED 124 942
THE PRIMARY TRAIT SYSTEM FOR SCORING WRITING TASKS.
Mullis, Ina V. S.
1976 34p. 1 microfiche

The purpose of this paper is to present the rationale and procedures used to implement the National Assessment of Educational Progress (NAEP) system of scoring writing papers from the 1974 national assessment of writing. Identifying important writing skills and developing writing tasks, scoring guides, and scoring procedures are also discussed. A national assessment exercise, the scoring guide developed for the exercise, and sample responses for the score points, as well as the national results for this exercise comprise the remainder of the booklet.

ID 005 387
SOCIAL STUDIES PROFICIENCY TEST.
Sequoia Union High School District, Redwood City, California
1976 48p. 2 microfiche

There are three sections to this document. The first consists of 125 sample test items to measure social studies skills. The second is the framework for coordination of district social studies departments, including district philosophy, goals for student skill and concept acquisition, and program objectives. Part three is a matrix relating the stated program objectives to each specific social studies course offered by the district.

COPYRIGHTED MATERIALS

As a change from SMERC's general practice of including only those materials available from SMERC in its resource guides, the following section describes commercially available or copyrighted materials related to competency-based education. IF YOU WISH FURTHER INFORMATION ABOUT ANY OF THESE ITEMS, OR WISH TO ORDER THEM, please contact the company or individual listed in the annotation.

Title: COMPETENCY BASED EDUCATION SOURCE BOOK
Originator: Oregon Competency Based Education Program, Northwest Regional Educational Laboratory (Salem, Oregon); October 1976

A sourcebook of resources on competency-based education has been developed under a contract with the National Institute of Education, and has been reproduced by the Northwest Regional Educational Laboratory which will hold the copyright on the completed and published material. It is anticipated that the final product will be available during the summer of 1977; the cost has not yet been determined. For information on cost and availability please contact:

Mr. Jack McConnell, Director
Office of Marketing and Dissemination
NORTHWEST Regional Educational Laboratory
3000 Market Street, N.E., Suite 323
Salem, Oregon 97301
(503) 248-6950

THE CBE SOURCEBOOK INCLUDES THE FOLLOWING MATERIALS:

Title: CLARK COUNTY CRITERION-REFERENCED TESTS
Originator: Clark County School District, Las Vegas, Nevada

The following tests are designed specifically to measure behavioral objectives as written in curriculum guides for reading and mathematics.

A) Clark County Mathematics Tests:

Level B, Grade 1	$ 1.00
Level C, Grade 2	1.00
Level D, Grade 3	1.00
Level E, Grade 4	1.00
Level F, Grade 5	1.00
Level G, Grade 6	1.00

B) Mathematics Management Placement Test
Grades 3-6 $ 1.00

C) Mathematics Management System Diagnostic Step Tests $35.00

D) Basic Mathematics Competency Test
Grades 7-8 $ 1.00

E) Experimental Procedures Used to Field Test Mathematics Criterion-Referenced Tests for Clark County, Nevada $4.00

F) Clark County Reading CRT

Grade 2	$ 1.00
Grade 3	1.00
Grade 4	1.00

G) Reading Management System Placement Test

Level One	$ 3.00
Level Two	3.00
Level Three	3.00

H) Reading Management System Diagnostic Step Tests $35.00

AVAILABLE FROM: D. L. Bundren, Director
Research and Development Department
Clark County School District
2832 East Flamingo Road
Las Vegas, Nevada 89121
(702) 736-5011

Title: PROJECT TORQUE: A NEW APPROACH TO THE ASSESSMENT OF CHILDREN'S MATHEMATICAL COMPETENCE

Originator: Education Development Center, Inc.

TORQUE is an acronym for Tests of Reasonable Quatitative Understanding of the Environment. The test items are actually games and activities specially designed to assess the learner's understanding of mathematical concepts. Each of the games are referred to as "validating instruments." In other words, when TORQUE has developed what it thinks is a short-form, easy to administer test of a mathematical concept, the game will serve to tell if the new test is in fact measuring students' understanding.

A Diagnostic Achievement Test is administered as a means of identifying the student mathematical ability and providing a record of student performance. This performance is then correlated with that of the performance on the game which together will establish validity for the Diagnostic Achievement Test.

AVAILABLE FROM: John C. Hayden
Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160
(617) 969-7100 Ext. 436
Cost: Not given

Title: WRITE TEST ITEMS FOR CONTENT REFERENCE TESTS

Originator: Northwest Evaluation Association (NWEA)

This is a learning package describing item writing procedures for test writers and evaluation specialists. This resource would be of value to any school district wishing to improve and upgrade standards for the construction of measurement instruments.

AVAILABLE FROM: Dr. Fred Forster, Executive Secretary
Northwest Evaluation Association
Portland Public Schools
631 N.E. Clackamas Street
Portland, Oregon 97208
Cost: $16.00 (includes postage)

Title: EDITING AND CLASSIFYING EXISTING TEST ITEMS

Originator: Northwest Evaluation Association (NWEA)

This learning package for test writers and evaluation specialists describes common flaws in and classification for test items. This package may be used for individual study, or in a workshop or course.

AVAILABLE FROM: Dr. Fred Forster, Executive Secretary
(same address as above)
Cost: $13.00 (includes postage)

Title: FIELD TESTING TEST ITEMS

Originator: Northwest Evaluation Association (NWEA)

This is a learning package for evaluation specialists which describes procedures for field testing programs in their local situations.

AVAILABLE FROM: Dr. Fred Forster, Executive Secretary
(same address as above)
Cost: $6.00 (includes postage)

Title: TEST ORGANIZATION AND LAYOUT
Originator: Northwest Evaluation Association (NWEA)

This learning package is designed for evaluation specialists and test writers to increase their proficiency in formulating and constructing test items.

AVAILABLE FROM: Dr. Fred Forster, Executive Secretary
Northwest Evaluation Association
Portland Public Schools
631 N.E. Clackamas Street
Portland, Oregon 97208
Cost: $9.50 (includes postage)

Title: WRITING TESTS WHICH MEASURE OBJECTIVES #29
Originator: Eva L. Baker, Graduate School of Education, University of California, Los Angeles

This package is a filmstrip-tape program for teachers which describes the item form approach to writing tests which match objectives.

AVAILABLE FROM: Vimcet Associates, Inc.
P.O. Box 24714
Los Angeles, CA 90024
Cost: $18.00

Title: ALTERNATIVE MEASUREMENT TACTICS FOR EDUCATIONAL EVALUATION #26
Originator: W. James Popham, Graduate School of Education, University of California, Los Angeles

This filmstrip-tape program is for teachers who are concerned with improving their teaching proficiency, and describes a four-category system for measuring learner behavior and learner product.

AVAILABLE FROM: Vimcet Associates, Inc.
P.O. Box 24714
Los Angeles, CA 90024
Cost: $18.00

Title: DETERMINING TEST LENGTH: PASSING SCORES AND TEST LENGTHS FOR OBJECTIVES-BASED TESTS
Originator: Jason Millman, Cornell University

The booklet serves two primary functions in the construction of criterion-referenced tests. First, it helps in deciding the number of test items needed to assess each objective. Second, tables are provided to determine the number of test items needed and the number of students to be tested.

AVAILABLE FROM: Instructional Objectives Exchange
P.O. Box 24095
Los Angeles, California 90024
Cost: $1.00 Catalog No. PA103

Title: CSE SECONDARY SCHOOL TEST EVALUATIONS
Originator: Ralph Hoepfner, Project Director; Center for the Study of Evaluation (CSE); Graduate School of Education, University of California, Los Angeles

This kit is a compendium of tests, keyed to educational goal areas, and evaluated for the characteristics of Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence (the MEAN evaluation procedure). The goal of this kit is to provide a critical and objective evaluation of published tests in order to improve the way tests are selected for use in junior and senior high schools.

AVAILABLE FROM: Dissemination Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, California 90024
Cost: $22.00 for one set of three volumes

Title: CSE ELEMENTARY SCHOOL TEST EVALUATIONS
Originator: Ralph Hoepfner, Project Director; Center for the Study of Evaluation (CSE); Graduate School of Education, University of California, Los Angeles

This book contains evaluations of virtually every output measure (test) that is published and generally available to educators and researchers for use in testing elementary schools, programs, and students.

It is a useful screening device for selecting tests for review to determine whether existing measures adequately assess a given set of outcomes.

AVAILABLE FROM: Dissemination Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, California 90024
Cost: $5.00

Title: CSE-ECRC PRESCHOOL/KINDERGARTEN TEST EVALUATIONS

Originator: Center for the Study of Evaluation (CSE) and Early Childhood Research Center (ECRC), Graduate School of Education, University of California, Los Angeles

This book is a compendium of tests, keyed to educational goal areas, and evaluated for the characteristics of Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence (the MEAN evaluation procedure). It attempts to provide a critical and objective evaluation of published tests in order to improve the way tests are selected for use in evaluating preschool and kindergarten programs.

AVAILABLE FROM: Dissemination Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, California 90024
Cost: $5.00

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SAN BENITO COUNTY
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SANTA CLARA (GILROY DIST.)
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Linda Spence (415) 364-5600 x 4405
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SONOMA COUNTY
Ctesylla Blackwill (707) 527-2143
TULARE COUNTY
Don Gregory (209) 733-6305
TUOLUMNE COUNTY
Carol Crittenden (209) 532-7161
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Mrs. Shipley Walters (916) 666-8421